Review and feedback of Schoolwide Plan

School name and district name:	
Date draft of SWP received:	
Specialist reviewing the draft SWP:	
Date feedback sent to school:	
Cohort Group:	
Title I Specialist assigned to district:	
School Improvement Status:	(Not in improvement) or (Improvement Year: Comp-Int Comp Comp-Support Focused)

Component #1: Comprehensive Needs Assessment of the whole school

Guiding Questions:

- Has the school reviewed the school vision and school profile to ensure it is up to date?
- Does the plan include student achievement data for the entire school?
- Has the data been analyzed to prioritize needs of the school?
- Was a variety of data used? (Ex: Curriculum and Instruction, Professional Development, Family and Community Involvement, School Context and Organization, Student Achievement Data)

Rubric for Component 1:

Exceptional	Acceptable	Needs Revision
~Includes a variety of data gathered from multiple sources. ~Examines student, teacher, school and community strengths and needs.	~Includes data gathered from two sources. ~Examines student strengths and needs.	~Includes data gathered from less than two sources. ~Examines student deficits.

Notes from review:

Component #2: Implementation of schoolwide reform strategies that:

- ❒ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement
- ❒ Use effective methods and instructional strategies that are based on scientifically based research that:
- ❒ Strengthens the core academic program
- ❒ Increases the amount of learning time
- ❒ Includes strategies for serving underserved populations
- ❒ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
- ❒ Address how the school will determine if those needs of the children have been met
- ❒ Are consistent with and are designed to implement state and local improvement plans, if any

Guiding Questions:

- Does the plan include instructional and schoolwide strategies that are being used to address the needs of all students to meet proficiency?
- Does the plan include strategies being used to address the needs of low achieving students and those at risk of not meeting the State standards?
- Does the plan list what assessments are being used to measure student achievement on an ongoing basis?

Rubric for Component 2:

Exceptional	Acceptable	Needs Revision
~Strategies increase the quality and quantity of instruction, using research-based methods and strategies. ~Research-based reform strategies are directly aligned with the findings of the needs assessment.	~Increased the quality and quantity of instruction. ~Reform strategies aligned with the findings of the needs assessment. ~Provides an enriched and accelerated curriculum for select students with plans in	~Increases neither the quality nor quantity of instruction. ~Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models.

~Provides a detailed, enriched and accelerated curriculum for all students. ~Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program. ~Addresses specific strategies that assist teachers to determine if student needs are met.	place to move toward all students. ~Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. ~Briefly addresses how the school will determine if these needs are met.	~Provides a basic curriculum. ~Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met. ~Teachers are directed to meet student needs without specific strategies or approaches.

Notes from review:

Component #3: Highly qualified teachers in all core content area classes

Guiding Questions:
- Does the plan include evidence to show that all students are taught by HQ teachers?
- Is the staff roster up to date?

Rubric for Component 3:

Exceptional	Acceptable	Needs Revision
~Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. ~All teachers are assigned to the areas in which they are certified to teach.	~Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement. ~Teachers are sometimes assigned to areas in which they are not certified.	~Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet the requirement. ~Teachers are routinely assigned to teach in areas where they are not certified.

Notes from review:

Component 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals

Guiding Questions:
- Are the school's professional development activities for the year included in the plan?
- Does the scheduled professional development match the findings from the CNA?

Rubric for Component 4:

Exceptional	Acceptable	Needs Revision
~All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. ~All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.	~Most staff receives training toward meeting the needs of only select groups of students. ~Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school plans.	~Some staff receives fragmented training unrelated to identified school needs. ~Few staff receives professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the school plan.

Notes from review:

Component #5: Strategies to attract high-quality, highly qualified teachers to this school

Guiding Questions:
- Does the plan include strategies that are being used to recruit and retain high quality teachers?

Rubric for Component 5:		
Exceptional	**Acceptable**	**Needs Revision**
~The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. ~Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	~The school has developed a plan to review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers. ~Teachers who do not meet the highly qualified status are rarely assigned to work with high need students.	~The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigns or hires teachers. ~Teachers are not assigned to serve high need students based on student need, but rather staff availability.
Notes from review:		

Component #6: Strategies to increase parental involvement, such as literacy services
Component #6a: Description of how the school provides individual academic assessment results to parents
Component #6b: Strategies to involve the parents in the planning, review, and improvement of the schoolwide plan

Guiding Questions:
- Are the strategies to increase parental involvement included in the plan?
- Does the plan state how individual academic results will be shared with parents?
- Does the plan include how the school will involve the parents in the review and improvement of the plan?
- Does the plan state that they evaluate the effectiveness of parental involvement activities?

Rubric for Component 6, 6a, and 6b:		
Exceptional	**Acceptable**	**Needs Revision**
~Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. ~Strong collaboration with community resources is evident. ~Parents are included as decision makers in a broad spectrum of school decisions.	~Specific strategies to increase parental involvement have been identified and implemented. ~Some collaboration with community resources is evident. ~Parents are included as decision makers in a limited number of school decisions.	~Specific strategies to increase parental involvement have not been identified or implemented. ~No collaboration with community resources is observed. ~Parents have no role in the decision making process of the school.
Notes from review:		

Component #7: Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program

Guiding Questions:
- Does the plan include the how they will help transition preschool students coming into the school?
- For secondary schools, does the plan include how they will transition new students into the school?

Rubric for Component 7:		
Exceptional	**Acceptable**	**Needs Revision**
~Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start). ~Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	~Collaboration efforts have begun between the elementary and preschool programs. ~Specific strategies for helping students' transition into the regular elementary school setting are not included in the schoolwide plan.	~Collaboration and communication seldom occurs between the regular elementary school program and preschool programs. ~Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.
Notes from review:		

Component #8: Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.

Guiding Questions:
- Does the plan document how teachers are involved in reviewing and analyzing student assessment data?
- Does the plan document what decisions are made based upon the review of student data?

Rubric for Component 8:

Exceptional	Acceptable	Needs Revision
~A team of teachers, administrators and parents participate in the selection, use, and interpretation of school-based assessments. ~Student performance drives modifications and improvements in the selection and use of school-based assessments.	~Student performance is considered when modifying the schoolwide improvement plan. ~Student performance is considered when modifying the plan however, it does not always occur.	~Assessment decisions are made with little or no input from teaching staff. ~Student performance is not considered when making decisions about assessment.

Notes from review:

Component #9: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance

Guiding Questions:
- Does the plan list/describe particular strategies that are being used to address the needs of low achieving students and those at risk of not meeting the State standards?

Rubric for Component 9:

Exceptional	Acceptable	Needs Revision
~The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. ~Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards. ~Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	~The school has a process in place to identify students experiencing difficulty mastering the State's standards. ~Effective, additional assistance is provided for students experiencing difficulty meeting State standards. ~Students receive some differentiated instruction while working with support staff.	~No process is in place to identify students who are experiencing difficult mastering the State's standards. ~Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing. ~All students are taught using the same methods.

Notes from review:

Component #10: Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components

Component #10a: A list of programs that will be consolidated under the schoolwide plan (if applicable)

Guiding Questions:
- Does the plan state what programs are aligned or consolidated to ensure services are focused to meet the needs of all learners?
- What formative assessments are being used to inform and differentiate instruction?
- Does the plan have a statement regarding the consolidation of funds?

Rubric for Component 10:		
Exceptional	**Acceptable**	**Needs Revision**
~The school has established its Schoolwide improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	~The school has established its Schoolwide improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.	~The school has a Schoolwide improvement plan, but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.
Notes from review:		

Additional notes: